

## **IDAHO STATE UNIVERSITY COURSE SYLLABUS**

### **COURSE TITLE**

Improving Academic Achievement through Professional Technical Education

### **COURSE PREFIX AND NUMBER**

HRD 499/599 or HRD 498P/598P

### **COURSE DESCRIPTION**

This course is designed to assist teachers in acquiring the knowledge and skills needed to enhance curricula and teaching practices that promote the integration of Idaho's core academic standards in professional-technical education to improve student achievement. Strategies and activities on integrating reading, writing and mathematics skills in the professional-technical classroom environment will be discussed and modeled. Teachers will develop and present integrated lessons for use in their classrooms. Teachers will submit at least one completed lesson plan in each skill area (reading, writing and mathematics) to a lesson sharing website using a prescribed format.

### **DATES, TIMES, PLACE**

To be determined

### **TEXTBOOKS AND RESOURCES**

Participants may be asked to use one or more of the following:

Carman, R.A. & Saunders, H.M. (2005). *Mathematics for the trades: A guided approach*. 7<sup>th</sup> ed. Upper Saddle River, New Jersey: Prentice Hall.

Forget, M. A. (2004). *MAX teaching with reading and writing: Classroom activities for helping students learn new subject matter while acquiring literacy skills*. Victoria, B.C.: Trafford Publishing.

Parry, T. & Gregory, G. (1998). *Designing brain compatible learning*. Arlington Heights, IL: SkyLight Training and Publishing.

Wolfe, P. (2001). *Brain matter: Translating research into classroom practice*. Alexandria, VA: ASCD Publications.

(Other texts and readings as assigned)

### **COURSE GLOBAL OUTCOMES**

Upon successful completion of this course, the learner will be able to:

1. Explain the "whys" of integration, including the philosophy and politics behind it.
2. Interpret student assessments, including the ISAT and COMPASS, and determine student learning needs.
3. Assess and evaluate action research data.
4. Identify and utilize appropriate and available resources.
5. Recognize and apply academic content.
6. Employ/model/utilize/differentiate and individualize integration approaches.
7. Apply various delivery systems.

8. Develop and present an integrated curriculum project.
9. Establish a collaborative support team.
10. Exhibit educational professionalism.

## **COURSE CONTENT AND LEARNING ACTIVITIES**

<b>Module</b>	<b>Subject / • Learning Activity</b>
1	Why Integrate/Overview (3 hours) <ul style="list-style-type: none"> <li>• Introduction and registration</li> <li>• Why integrate?</li> <li>• Course and module overview</li> <li>• Review of syllabus</li> </ul>
2	Testing and Assessment (6 hours) <ul style="list-style-type: none"> <li>• Understanding and Interpreting the ISAT</li> <li>• Using and Understanding DesCartes</li> <li>• College Entrance Exams (COMPASS)</li> <li>• Tests, Measurement, Evaluation, Assessment</li> <li>• Analyzing and Measuring Performance</li> </ul>
3	Approach and Delivery Core Concepts I (Reading, Language Arts, Math) (8 hours) <ul style="list-style-type: none"> <li>• Overview</li> <li>• Identify Idaho Achievement Standards</li> <li>• Subject Expert</li> <li>• Working with Strategies</li> <li>• Reflection and assessment</li> </ul>
4	Approach and Delivery Core Concepts II (Reading, Language Arts, Math) (8 hours) <ul style="list-style-type: none"> <li>• Overview</li> <li>• Identify Idaho Achievement Standards</li> <li>• Subject Expert</li> <li>• Working with Strategies</li> <li>• Reflection and assessment</li> </ul>
5	Approach and Delivery Core Concepts III (Reading, Language Arts, Math) (8 hours) <ul style="list-style-type: none"> <li>• Overview</li> <li>• Identify Idaho Achievement Standards</li> <li>• Subject Expert</li> <li>• Working with Strategies</li> <li>• Reflection and assessment</li> </ul>
6	Action Research (1 hour) <ul style="list-style-type: none"> <li>• Overview and discussion</li> </ul>
7	Approach and Delivery Concepts—Bringing It All Together (12 hours) <ul style="list-style-type: none"> <li>• Unit Development and Collaboration.</li> <li>• Lesson Delivery and Evaluation</li> <li>• Graphic Display of Performance Concepts in Lesson Plans.</li> <li>• Lesson Plans Showcase.</li> <li>• Reflection.</li> </ul>

## EVALUATION (Categories, Descriptions, and Weights)

Category	Description	Percentage
Participation	Active participation in this class is vital. This includes participation in all aspects of the class discussions, learning activities, and delivery methods.	15
Modules	Module assignments, strategies and lesson plans; completion of all modules is required for a grade.	65
Integrated Application Showcase	Participants must provide clear evidence that the integration concepts and practices presented in this class are being implemented in their respective classes. This may include peer assessments, video documentation, student work samples, or other objective means of verification.	20
Graduate Credit	<i>Graduate credit will be determined by the institution delivering the course.</i>	<i>(req'd)</i>
	Total	100

## GRADING CRITERIA

A	100 – 96.5	C	78.4 – 74.9
A-	96.4 – 92.9	C-	74.8 – 71.3
B+	92.8 – 89.3	D+	71.2 – 67.7
B	89.2 – 85.7	D	67.6 – 64.1
B-	85.6 – 82.1	D-	64.0 – 60.5
C+	82.0 – 78.5	F	Below 60.5

## CLASS POLICIES

**Participation**—Attending class, participating in class and web discussions, and completing assignments are all part of a learner’s responsibility. Students are expected to actively participate in all aspects of the class.

**Reasonable Accommodation for Students with Disabilities**—If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the director, ADA & Disabilities Resource Center, at 208-236-3599. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

**Timely Completion and Incomplete Grades**—A grade of “incomplete” will be given only for extenuating circumstances. If you find that you cannot make a certain due date because of unexpected events or circumstances, please contact the instructor. Prior approval is required to submit a late assignment. Missing assignments at the end of the semester does not qualify one for a grade of “incomplete.”

**Scholarship**—Each student is expected to produce original work. Academic integrity and honesty is expected at all times.

**Cell Phones**—Please turn off cell phones during class sessions.

## COURSE BIBLIOGRAPHY

- Benson, C. S. (1997). New vocationalism in the United States: Potential problems and outlook *Economics of Education Review*, 16,(3), 201-212.
- Bottoms, G. (1998). *Raising student achievement by focusing on the High Schools That Work 10 key practices*. Atlanta, GA: Southern Regional Education Board.
- Bottoms, G., Pucel, D., & Phillips, I. (1997). *Designing challenging vocational courses: A guide to preparing a syllabus*. Atlanta, GA: Southern Regional Education Board.
- Center on Education and Training for Employment. (1997). *Prepare to integrate academic and vocational curriculum. Preparing better teachers for tomorrow series*. Columbus, OH: The Ohio State University.
- Forget, M., & Bottoms, G. (2000). *High Schools That Work research brief: Academic and vocational teachers can improve the reading achievement of male career-bound students*. Atlanta, GA: Southern Regional Education Board.
- Guskey, T. A. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Harrington, L.G. (1998). *Making connections: A curriculum ideabook for teachers of applied academics and industrial and engineering systems*. Columbus, Ohio: The Ohio State University Vocational Instructional Materials Laboratory.
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- Harrington, L.G. (n.d.). *Making connections: A curriculum ideabook for teachers of applied academics and arts and communication*. Columbus, Ohio: The Ohio State University Vocational Instructional Materials Laboratory.
- High Schools That Work site development guide #10: Advancing students' academic and technical achievement by improving classroom assessment*. (1999). Atlanta, GA: Southern Regional Education Board.

- High Schools That Work senior project guide: Students develop academic and technical skills by writing a research report, creating a product and making an oral presentation.* (2001). Atlanta, GA: Southern Regional Education Board.
- Jacobs, W. R. Jr. (2003). Seven tips for improving instructional skills: Reminders for teachers. *Annual Staff Development Conference Publication*. Atlanta, GA: Higher Education & Leadership Preparation (H.E.L.P.) Inc.
- Jobs for the Future. (2000). *High Schools That Work site development guide #11: Using real-world projects to help students meet high standards in education and the workplace*. Atlanta, GA : Southern Regional Education Board.
- Kirkpatrick, D. (1998). *Evaluating training programs: The four levels* (2<sup>nd</sup> Ed.). San Francisco, CA: Berrett-Koehler.
- Meyers, H.E. (1995, September). Extra credit projects-a step toward voc-ed-academic integration. *Tech Directions*, 55(2), 51.
- Nikirk, M. (1997, May/June). Blended instruction: Curriculum integration with English. *Tech Directions*, 56(10), 32-33.
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- Schmidt., B. J. (1992a). *What works when teachers integrate vocational and academic education* (Report No. MDS-163). Berkeley, CA: University of California, National Center for Research in Vocational Education.
- Schmidt, B. J. (1992b). *Collaborative efforts between vocational and academic teachers: Strategies that facilitate and hinder the efforts* (MDS-164). Berkeley, CA: University of California, National Center for Research in Vocational Education.
- Schmidt, B. J., Finch, C. R., Faulkner, S. L., & Kandies, J. (1996). *Preparing teachers to successfully integrate vocational and academic education: A case study approach* (Report No. MDS-780). Berkeley, CA: University of California, National Center for Research in Vocational Education.
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